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AUTHOR Falk, Charles Frederick
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ABSTRACT

A study was conducted to assess commonalities and differences in perceptions among full- and part-time community college business instructors and their supervisors in selected Illinois public community colleges for the following areas: (1) supervisory and personnel development practices currently utilized with business instructors; (2) the ranked importance of selected supervisory and personnel development practices; and (3) in-service educational needs of community college business instructors. Data were gathered by surveying 387 full- and part-time faculty (47.7% response) and 43 supervisors (76.3% response). The final survey instrument included 69 supervisory and personnel development practices, and 70 instructional tasks for which in-service education might be needed. Among the results of the survey, reported here in tabular form, were: (1) full-time faculty placed greater importance on employment, orientation, instructional improvement, and governance/administrative policy practices than part-time faculty; (2) supervisors of full-time faculty placed greater emphasis on supervisory and personnel development practices than did supervisors of part-time faculty; (3) there were great differences between the perceptions of business instructors and their supervisors regarding in-service education needs; and (4) supervisory and personnel development practices employed in Illinois community colleges were different for full- and part-time instructors. (Author/JDS)

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ABSTRACT

Name: Charles Frederick Falk

Department: Business Education and Administrative Services

Title: A Study of the In-Service Education and Supervision Needs of Community College Business Instructors in the State of Illinois

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Approved by:

E. Edmund Harris
Director of the Paper

Date: April 10, 1975

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NORTHERN ILLINOIS UNIVERSITY

ABSTRACT

This study was designed for the purposes of researching the commonalities and differences in perceptions among full-time and part-time community college business instructors and their supervisors in selected Illinois public community colleges for the following areas of concern: (1) supervisory and personnel development practices currently employed in working with business instructors; (2) the importance of employing selected supervisory and personnel development practices in working with community college business instructors; and (3) in-service education needs of community college business instructors. The part-time community college business instructor was a special concern of the study.

The procedures used in this study included a review of related literature, the utilization of a jury panel of experts, the conducting of a pilot study, and the gathering of data. Full-time business faculty, part-time business faculty, and supervisors of full-time and part-time business faculty in selected Illinois public community colleges were surveyed through the use of a questionnaire. The final survey instrument included sixty-nine supervisory and personnel development practices and seventy instructional tasks.

The survey instrument was mailed to faculty and supervisors on thirty-seven Illinois public community college campuses. The percentage response rate for business faculty was 47.7 percent. The

number of net usable instructor survey responses was 387. The percentage response rate from supervisors of full-time and part-time business instructors was 76.3. The number of net usable supervisor responses was forty-three.

Based upon the results of this investigation, the following conclusions appear to be valid for the population studied at this time:

1. That supervisory and personnel development practices currently employed in Illinois public community colleges are different for full-time and part-time instructors; or common practices are applied differently to the two instructor groups.

2. That a lack of understanding exists among instructors, particularly part-time instructors, concerning those supervisory and personnel development practices which are actually being employed in Illinois public community colleges.

3. That full-time and part-time instructors perceive the importance of supervisory and personnel development practices differently. Full-time instructors place significantly greater importance upon employment, orientation, improvement of instruction, and governance/administrative policy practices than do part-time instructors.

4. That supervisors of full-time instructors place greater importance on supervisory and personnel development practices than do supervisors of part-time instructors, especially those practices which relate to improvement of instruction and governance/

administrative policy practices.

5. That differences exist between full-time instructors and their supervisors concerning the relative importance of employing selected supervisory and personnel development practices in working with full-time instructors. Supervisors appear to give more importance to these practices than do full-time instructors.

6. That differences exist between part-time instructors and their supervisors concerning the relative importance of employing selected supervisory and personnel development practices in working with part-time instructors. Supervisors place greater importance upon orientation practices than do instructors, while part-time instructors place more importance upon governance/administrative policy than do their supervisors.

7. That while neither instructor group perceives in-service education to be important for many instructional tasks, full-time instructors perceive a greater need for in-service education in selected instructional tasks than do part-time instructors.

8. That despite differences between the perceived in-service education needs of full-time and part-time instructors, five common areas of in-service education needs can be identified.

9. That there are great differences between the perceptions of business instructors and their supervisors as related to the perceived needs of business instructors for in-service education. Supervisors perceive business instructors to be in much greater need

for in-service education in the seventy instructional tasks than do the instructors themselves.

Recommendations were made for the utilization of the collected data by community college administrators, college or university teacher-educators, or other interested individuals.

Table 43

The Rank Order of Instructional Tasks for Which In-Service Education is Needed, As Perceived by Full-Time Business Instructors in Illinois Public Community Colleges

Rank Order	Instructional Tasks	Mean	Number of Instructors
1	Challenging superior students.	1.6397	136
2	Assessing the instructional needs of students as a prelude to finalizing teaching strategies or learning activities to be employed in courses.	2.1677	167
3	Dealing with students who require special attention to overcome difficulties.	2.1744	172
4	Motivating students by directing class sessions so students recognize the worth of the situation.	2.1893	169
5	Motivating students by using devices and materials to gain interest.	2.1964	168
6	Increasing effectiveness in serving as an academic advisor to students.	2.2857	168
7	Increasing effectiveness in student counseling activities.	2.3256	172
8	Planning for individualizing instruction to meet the needs of students as individuals.	2.3314	169

Table 43 (continued)

Rank Order	Instructional Tasks	Mean	Number of Instructors
9	Assessing the effectiveness of instruction as it relates to student achievement of course objectives.	2.3609	169
10	Teaching students a study method (i.e., helping students to improve their study habits).	2.4167	168
11	Providing laboratory occupational experiences similar to those which students will encounter as full-time employees.	2.4424	165
12	Developing objectives for entire courses.	2.4566	173
13	Planning opportunities for students to apply what they have previously learned to subsequent instructional activities (for purposes of reinforcement or application of learning).	2.4583	168
14	Utilizing individual methods of instruction by showing an awareness of a need for differentiated assignments, when appropriate.	2.4937	160
15	Helping students to acquire behavior patterns and attitudes peculiar to a certain job; as grooming, work habits, etc.	2.4969	161
16	Assuming, generally, a role as a "manager of the learning situation."	2.5031	163
17	Coordinating instruction with other instructors teaching courses which are the same as, or sequential to, your own.	2.5176	170

Table 43 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
18	Using problem-solving as a teaching tool.	2.5333	165
19	Comparing student progress with behavioral or performance-based instructional objectives.	2.5689	167
20	Utilizing individual methods of instruction by managing the paperwork flow associated with these techniques.	2.5723	159
21	Using small group methods of instruction.	2.5939	165
22	Utilizing individual methods of instruction by keeping individual student progress records.	2.6049	162
23	Developing objectives for individual class sessions or for units or modules of a course (for either group or individualized instruction).	2.6127	173
24	Using instruments and/or equipment similar to that found in the work situation and which are integral components of the educational experience provided in a course (i.e., computer terminals, keypunch machines, electronic calculators, etc.).	2.6375	160
25	Interpreting test results to students in class as well as individually.	2.6407	167
26	Planning laboratory learning activities which complement and supplement classroom instruction.	2.6415	159

Table 43 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
27	Using the computer for computer-based simulations or games.	2.6513	152
28	"Pacing" classroom instruction so as to effect a match between the time available and the time required for the instruction.	2.6667	168
29	Conducting classroom or laboratory demonstrations.	2.6962	158
30	Determining and issuing grades.	2.7176	170
31	Using student learning activities as the case problem method.	2.7229	166
32	Using student learning activities as group discussions or panel discussions.	2.7500	168
33	Developing appropriate objective-type test items (as true-false, multiple-choice, and completion-type questions).	2.7751	169
34	Planning for student use of library resources as an integral part of the instructional activity in a course.	2.8263	167
35	Using student learning activities as the project: individual or group.	2.8303	165

Table 43 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
36	Correlating your efforts, when applicable, with those of other individuals (as lab assistants or teaching para-professionals) who may teach lab sections or quiz groups which are a part of your course.	2.8354	158
37	Using the portable television videotape recording device.	2.8385	161
38	Developing appropriate subjective-type test items (as essay questions, case study problems, etc.).	2.8452	168
39	Using programmed instruction materials.	2.8545	165
40	Using the question as a teaching tool.	2.8598	164
41	Using guest speakers or community resource persons.	2.9699	166
42	Using the straight lecture method of instruction, augmented with visual aids.	2.9759	166
43	Using the overhead projector.	2.9816	163
44	Using student learning activities as "brainstorming."	3.0123	163
45	Planning and preparing formal classroom and/or laboratory lesson plans.	3.0176	170

Table 43 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
46	Using the single-concept film projector.	3.0256	156
47	Using student learning activities as role playing.	3.0305	164
48	Using alternative or non-traditional grading schemes as pass/fail, A-B-C-W, or competency-oriented descriptive grades (when college policy permits).	3.0422	166
49	Using the chalkboard.	3.0497	161
50	Using student learning activities as class attendance.	3.0602	166
51	Using closed-circuit television systems.	3.0696	158
52	Using the motion picture projector.	3.0736	163
53	Using the filmstrip or slide projector (and filmstrips or slides).	3.0932	161
54	Establishing and maintaining acceptable standards of discipline in classes.	3.1124	169
55	Using student learning activities as student reports.	3.1437	167
56	Using student learning activities as non-computer-based simulations or games.	3.1519	158

Table 43 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
57	Using audio-tape recorders (cassette or reel-to-reel).	3.1543	162
58	Conducting item analysis of tests.	3.1566	166
59	Using student learning activities as programmed instructional exercises.	3.1605	162
60	Applying basic statistical procedures in interpreting student responses to tests, experiments, or other evaluative exercises (i.e., developing stanine scores, a normal curve, standard deviations, etc.).	3.1856	167
61	Determining the role of student attendance in arriving at final grades.	3.2096	167
62	Using student learning activities as field trips or educational tours.	3.2727	165
63	Using student learning activities as assignments involving "directed readings."	3.3025	162
64	Developing test items in a way so that they may be scored on automatic test scoring equipment.	3.3473	167
65	Using student learning activities as field interviews.	3.3608	158

Table 43 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
66	Using the opaque projector.	3.3727	161
67	Using student learning activities as debates.	3.5280	161
68	Using the straight lecture method of instruction.	3.5313	160
69	Using student learning activities as dramatic skits.	3.5679	162
70	Using student learning activities as the term paper.	3.5818	165

Table 44

The Rank Order of Instructional Tasks for Which In-Service Education is Needed, As Perceived by Part-Time Business Instructors in Illinois Public Community Colleges

Rank Order	Instructional Tasks	Mean	Number of Respondents
1	Challenging superior students.	1.5133	150
2	Assessing the effectiveness of instruction as it relates to student achievement of course objectives.	2.2474	190
3	Dealing with students who require special attention to overcome difficulties.	2.2500	196
4	Motivating students by directing class sessions so students recognize the worth of the situation.	2.2629	194
5	Motivating students by using devices and materials to gain student interest.	2.2760	192
6	Coordinating instruction with other instructors teaching courses which are the same as, or sequential to, your own.	2.3474	190
7	Providing laboratory occupational experiences similar to those which students will encounter as full-time employees.	2.4185	184
8	Planning opportunities for students to apply what they have previously learned to subsequent instructional activities (for purposes of reinforcement or application of learning).	2.5333	168

Table 44 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
9	Using problem-solving as a teaching tool.	2.5469	192
10	Developing objectives for entire courses.	2.5700	200
11	Teaching students a study method (i.e., helping students to improve their study habits).	2.5714	196
12	Interpreting test results to students in class as well as individually.	2.5812	191
13	Planning for individualizing instruction to meet the needs of students as individuals.	2.5969	196
14	Assessing the instructional needs of students as a prelude to finalizing teaching strategies or learning activities to be employed in courses.	2.6094	192
15	Increasing effectiveness in student counseling activities.	2.6389	180
16	"Pacing" classroom instruction so as to effect a match between the time available and the time required for the instruction.	2.6548	197
17	Assuming, generally, a role as a "manager of the learning situation."	2.6882	186

Table 44 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
18	Using student learning activities as the case problem method.	2.7240	192
19	Utilizing individual methods of instruction by showing an awareness of a need for differentiated assignments, when appropriate.	2.7283	184
20	Increasing effectiveness in serving as an academic advisor to students.	2.7500	168
21	Using instruments and/or equipment similar to that found in the work situation and which are integral components of the educational experience provided in a course (i.e., computer terminals, keypunch machines, electronic calculators, etc.).	2.7765	179
22	Determining and issuing grades.	2.7938	194
23	Planning laboratory learning activities which complement and supplement classroom instruction.	2.7957	186
24	Developing appropriate subjective-type test items (as essay questions, case study problems, etc.).	2.8214	196
25	Using student learning activities as group discussions or panel discussions.	2.8438	192
26	Conducting classroom or laboratory demonstrations.	2.8514	175

Table 44 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
27	Developing objectives for individual class sessions or for units or modules of a course (for either group or individualized instruction).	2.8622	196
28	Using the question as a teaching tool.	2.8660	194
29	Comparing student progress with behavioral or performance-based instructional objectives.	2.8708	178
30	Utilizing individual methods of instruction by keeping individual student progress records.	2.8743	191
31	Planning for student use of library resources as an integral part of the instructional activity in a course.	2.8827	196
32	Helping students to acquire behavior patterns and attitudes peculiar to a certain job; as grooming, work habits, etc.	2.8833	180
33	Utilizing individual methods of instruction by managing the paperwork flow associated with these techniques.	2.9034	176
34	Developing appropriate objective-type test items (as true-false, multiple-choice, and completion-type questions).	2.9385	195

Table 44 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
35	Applying basic statistical procedures in interpreting student responses to tests, experiments, or other evaluative exercises (i.e., developing stanine scores, a normal curve, standard deviations, etc.).	2.9497	179
36	Using guest speakers or community resource persons.	2.9738	191
37	Establishing and maintaining acceptable standards of discipline in classes.	2.9744	195
38	Using the straight lecture method of instruction, augmented with visual aids.	2.9846	195
39	Planning and preparing formal classroom and/or laboratory lesson plans.	2.9897	195
40	Using small group methods of instruction.	3.0054	186
41	Using student learning activities as class attendance.	3.0105	190
42	Using alternative or non-traditional grading schemes as pass/fail, A-B-C-W, or competency-oriented descriptive grades (when college policy permits).	3.0460	174
43	Determining the role of student attendance in arriving at final grades.	3.0582	189

Table 44 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
44	Correlating your efforts, when applicable, with those of other individuals (as lab assistants or teaching para-professionals) who may teach lab sections or quiz groups which are a part of your course.	3.1026	156
45	Using the chalkboard.	3.1183	186
46	Conducting item analysis of tests.	3.1193	176
47	Using student learning activities as the project: individual or group.	3.1304	184
48	Using programmed instruction materials.	3.1351	185
49	Using student learning activities as "brainstorming."	3.1514	185
50	Using student learning activities as student reports.	3.2356	191
51	Using the computer for computer-based simulations or games.	3.2663	169
52	Using student learning activities as role playing.	3.2834	187
53	Using the opaque projector.	3.2849	186
54	Using the portable television videotape recording device.	3.3034	178

Table 44 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
55	Using student learning activities as field trips or educational tours.	3.3368	190
56	Using closed-circuit television systems.	3.3785	177
57	Using student learning activities as programmed instructional exercises.	3.4270	178
58	Using the motion picture projector.	3.4348	184
59	Using student learning activities as field interviews.	3.4689	177
60	Using the single-concept film projector.	3.4940	168
61	Using student learning activities as assignments involving "directed readings."	3.5000	186
62	Using the filmstrip or slide projector (and filmstrips or slides).	3.5141	177
63	Developing test items in a way so that they may be scored on automatic test scoring equipment.	3.5187	187
64	Using student learning activities as debates.	3.5435	184

Table 44 (continued)

Rank Order	Instructional Tasks	Mean	Number of Respondents
65	Using student learning activities as non-computer-based simulations or games.	3.5480	177
66	Using the straight lecture method of instruction.	3.5526	190
67	Using student learning activities as the term paper.	3.6032	189
68	Using the opaque projector.	3.6034	174
69	Using audio-tape recorders (cassette or reel-to-reel).	3.6358	173
70	Using student learning activities as dramatic skits.	3.9213	178

Table 25

The Rank Order of Important Supervisory and Personnel Development Practices as Perceived by Full-Time Business Instructors in Illinois Public Community Colleges

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
1	Instructors have easy and convenient access to their supervisors in the event that they wish to discuss or gain clarification of any facet of the instructor's role or responsibilities.	1.1404	171
2	Instructors are provided with office or desk space for use in preparing for classes and/or for meeting with students.	1.1714	175
3	Efforts are made to assure a reasonable match between the qualifications of the instructor and the requirements of the assignment he is given.	1.1864	177
4	Instructors are provided with a storage facility permitting them to leave material on-campus rather than carrying it back and forth.	1.2048	166
5	Instructors have a mechanism or procedure at their disposal through which grievances or concerns can be relayed to their immediate supervisor and/or higher levels of administration.	1.3550	169
6	Instructors have an opportunity to provide input for the development of policy affecting the academic programs and practices of the college where they presently teach (i.e., curriculum, calendar, grading, selection/retention of students, etc.).	1.3567	171

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
7	Instructors are given a clear understanding of employment conditions at the time they are initially employed (i.e., salary, hours, promotion, support, nature of supervisory and evaluation system, etc.).	1.3851	174
8	Instructors have an organization through which they are represented to the administration (as a faculty association, faculty senate, a union, a faculty committee or similar group).	1.4253	174
9	Instructors have an opportunity to provide input for the development of policy affecting academic personnel (i.e., tenure, promotion, retention/non-retention of faculty, etc.).	1.4471	170
10	Instructors, or their representatives, have a channel of communication directly to the college's governing board.	1.4556	166
11	Instructors are advised of procedures to be followed in the event that they are to be absent from their assignment for illness or other reasons.	1.4651	172
12	Instructors are allowed to review the results of student ratings after they have been completed by students in their classes.	1.4909	165
13	Instructors are informed of the college's methods of supervision and evaluation of instruction.	1.4940	168

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number Respondents
14	Instructors are advised of any fringe benefit entitlements or privileges associated with their role.	1.5205	171
15	Instructors are advised that they are expected to meet their classes regularly.	1.5465	172
16	Instructors are introduced to and/or provided information about the personnel, location, and services of the instructional media (AV) department of the college.	1.5632	174
17	Instructors are advised of procedures to be followed to obtain clerical support services such as typing and duplication of instructional materials.	1.5665	173
18	Instructors are advised of when, where, and how they will receive their salary.	1.5673	171
19	Instructors have an opportunity to provide input for the development of policy affecting the overall operation of the college (i.e., long-range goals and objectives, institutional priorities, etc.).	1.5689	167
20	Instructors are advised of where and how to order equipment and materials for their classes.	1.5690	173

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
21	Adequate job descriptions are provided to instructors prior to their employment (clearly describing the duties, expectations, and responsibilities relative to their role).	1.5747	174
22	Conclusions resulting from classroom observation of an instructor are shared with the instructor shortly after the observation has been made.	1.6433	157
23	Instructors are furnished with a college policy manual.	1.6514	175
24	Instructors have an opportunity to interact with lay advisory committees which serve as counsel for occupational programs.	1.6788	165
25	When formal evaluations of instructor's performance are drawn up, they typically include specific suggestions concerning how the instructor can improve his instructional effectiveness.	1.6845	168
26	Instructors are introduced to and/or provided information about the personnel, location, and services of the college counseling and guidance offices.	1.7011	174
27	Instructors are furnished with a faculty handbook.	1.7134	171
28	Instructors have an opportunity to provide input concerning the evaluation of the performance of their immediate supervisors.	1.7273	165

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
29	Instructors are introduced to personnel with whom they are to work directly in the instructional process (lab assistants, teaching associates, para-professionals) and are given a clear understanding of the complementary role of personnel in these categories.	1.7440	168
30	Instructors have access to a professional or staff library containing books, journals, pamphlets, and other materials concerning improvement of instruction.	1.7576	165
31	Instructors have an opportunity to provide input concerning the selection of those who are their immediate supervisors.	1.7605	167
32	Either within or apart from any formal orientation meetings, instructors are given information which acquaints them with the philosophy or mission of the community college in which they presently teach.	1.8554	166
33	Instructors are advised concerning the grading policies of the college.	1.8655	171
34	Conclusions resulting from classroom observation of an instructor are reduced to writing and a copy of this report is furnished to the instructor.	1.8800	150
35	Instructors are given opportunities to serve students in the capacity of academic advisors.	1.8817	169

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
36	Participation in orientation meetings is a requirement for new instructors only.	1.8843	121
37	Upon notification of employment and/or signing of a contract, instructors are advised that a formal orientation meeting(s) will be conducted for their benefit.	1.9128	172
38	Either within or apart from any formal orientation meetings, instructors are given information concerning the philosophy of community college education (i.e., the multiple role and purposes of the community college).	1.9415	171
39	Instructors are given opportunities to participate in programs of in-service education concerning topics relating to improvement of instruction.	1.9630	162
40	Instructors are introduced to and/or provided information about the personnel, location, and services of the testing department or office.	1.9819	166
41	Instructors are given a copy of the course outline for the course(s) to which they have been assigned.	1.9939	165
42	As a general practice, full-time instructors, representing the subject area discipline involved, are participants in the interview process undergone by prospective new instructional personnel.	2.0120	167

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
43	Instructors are introduced to and/or provided information about the personnel, location, and services of the college bookstore.	2.0173	173
44	Either within or apart from any formal orientation meetings, instructors are given information concerning the place of the community college in the system of higher education.	2.0238	168
45	Either within or apart from any formal orientation meetings, instructors are given information concerning the various approaches often used in teaching the different type of students found in the community college setting (i.e., how an instructor might use different methods for the adult learner than would be used in dealing with the younger student).	2.0435	161
46	Instructors are furnished (for their personal use and library) books, journals, pamphlets, and other materials concerning improvement of instruction.	2.0683	161
47	Instructors are given information concerning the resource materials which may be useful in teaching the course(s) to which they have been assigned.	2.0833	168
48	Instructors are furnished with an organization chart illustrating the "chain of command."	2.0920	174
49	Orientation meetings are held only near the start of each academic year.	2.1884	138

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
50	Instructors are given a sample semester or quarter syllabus for use in preparing one for their own course assignments.	2.2086	163
51	One or more meetings are held during the term (apart from any "department" or "orientation" meetings) and are devoted to topics relating to improvement of instruction.	2.2169	166
52	Instructors are furnished (for their personal use and library) books, journals, pamphlets, and other materials concerning improvement of instruction.	2.3089	161
53	Conclusions resulting from classroom observation of an instructor are reduced to writing and become part of the instructor's file.	2.3103	145
54	Instructors are shown techniques which may be used in obtaining personal information about the students in their classes (i.e., ACT scores, health information, records of prior course work, etc.).	2.3133	166
55	Student rating forms, giving students a chance to rate their instructors, may be administered in classes at the option of the instructor.	2.4206	126
56	Instructors elect departmental, divisional, or area chairpersons.	2.4359	156

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
57	Instructors are introduced to and/or provided information about the personnel, location, and services of the college food service facilities.	2.4767	172
58	Instructors are given opportunities to render assistance to the college by engaging in non-paid program promotion and recruitment work.	2.4780	159
59	Instructor's participation in regularly scheduled meetings for business faculty is mandatory (it is a requirement that they participate).	2.4795	146
60	A master teacher, lead instructor, program coordinator, or similar full-time instructional staff member is assigned as a "mentor" or sympathetic "helpmate" for each new instructor.	2.5655	168
61	Classroom observations are occasionally used to assess the effectiveness of the instructor's performance.	2.6443	149
62	Student rating forms, giving students a chance to rate their instructors must be administered in some courses taught by each instructor.	2.7049	122
63	Classroom observations are regularly used to assess the effectiveness of instructor's performance.	2.8235	153

Table 25 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
64	Instructors are advised how to develop grading standards for their own classes.	2.8293	164
65	Student rating forms, giving students a chance to rate their instructors, must be administered in <u>all</u> courses taught by each instructor.	2.9195	149
66	Orientation meetings are held near the start of each term.	3.0081	123
67	Participation in orientation meetings is a <u>requirement</u> for all instructors.	3.0196	153
68	Prior to assuming a teaching assignment, new instructors are encouraged to observe an experienced instructor in the classroom.	3.0361	166
69	Participation in orientation meetings is <u>voluntary</u> for all instructors.	3.2174	92

Table 26

The Rank Order of Important Supervisory and Personnel Development Practices as Perceived by Part-Time Business Instructors in Illinois Public Community Colleges

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
1	Efforts are made to assure a reasonable match between the qualifications of the instructor and the requirements of the assignment he is given.	1.2304	204
2	Instructors have easy and convenient access to their supervisors in the event that they wish to discuss or gain clarification of any facet of the instructor's role or responsibilities.	1.4607	191
3	Instructors are advised of procedures to be followed in the event that they are to be absent from their assignment for illness or other reasons.	1.4745	196
4	Instructors are advised that they are expected to meet their classes regularly.	1.5596	193
5	Instructors are advised of procedures to be followed to obtain clerical support services such as typing and duplication of instructional materials.	1.5744	195
6	Instructors are given a clear understanding of employment conditions at the time they are initially employed (i.e., salary, hours, promotion, support, nature of supervisory and evaluation system, etc.).	1.6256	203

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
7	Instructors are advised of where and how to order equipment and materials for their classes.	1.6804	194
8	Instructors are advised of when, where, and how they will receive their salary.	1.6804	194
9	Adequate job descriptions are provided to instructors prior to their employment (clearly describing the duties, expectations, and responsibilities relative to their role).	1.7065	201
10	Instructors are allowed to review the results of student ratings after they have been completed by students in their classes.	1.7191	178
11	Instructors have access to a professional or staff library containing books, journals, pamphlets, and other materials concerning improvement of instruction.	1.7644	174
12	Instructors are advised concerning the grading policies of the college.	1.7871	202
13	Instructors have an opportunity to provide input for the development of policy affecting the academic programs and practices of the college where they presently teach (i.e., curriculum, calendar, grading, selection/retention of students, etc.).	1.8526	156

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
14	Instructors are given information concerning the resource materials which may be useful in teaching the course(s) to which they have been assigned.	1.8724	196
15	Instructors are informed of the college's methods of supervision and evaluation of instruction.	1.9005	191
16	Instructors are introduced to and/or provided information about the personnel, location, and services of the instructional media (AV) department of the college.	1.9323	192
17	Instructors are furnished (for their personal use and library) books, journals, pamphlets, and other materials concerning improvement of instruction.	1.9535	172
18	Instructors are advised of any fringe benefit entitlements or privileges associated with their role.	1.9577	189
19	Instructors are given a copy of the course outline for the course(s) to which they have been assigned.	1.9749	199
20	Conclusions resulting from classroom observation of an instructor are shared with the instructor shortly after the observation has been made.	2.0000	164

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
21	When formal evaluations of instructor's performance are drawn up, they typically include specific suggestions concerning how the instructor can improve his instructional effectiveness.	2.0062	160
22	Instructors are given a sample semester or quarter syllabus for use in preparing one for their own course assignments.	2.0677	192
23	Participation in orientation meetings is a requirement for new instructors only.	2.0720	125
24	Instructors have a mechanism or procedure at their disposal through which grievances or concerns can be relayed to their immediate supervisor and/or higher levels of administration.	2.0807	161
25	Instructors are introduced to and/or provided information about the personnel, location, and services of the college counseling and guidance offices.	2.1302	192
26	Either within or apart from any formal orientation meetings, instructors are given information concerning the various approaches often used in teaching the different type of students found in the community college setting (i.e., how an instructor might use different methods for the adult learner than would be used in dealing with the younger student).	2.1364	176

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
27	Conclusions resulting from classroom observation of an instructor are reduced to writing and a copy of this report is furnished to the instructor.	2.1840	163
28	Instructors have an opportunity to provide input for the development of policy affecting academic personnel (i.e., tenure, promotion, retention/non-retention of faculty, etc.).	2.2081	149
29	Upon notification of employment and/or signing of a contract, instructors are advised that a formal orientation meeting(s) will be conducted for their benefit.	2.2121	198
30	Instructors are furnished with a college policy manual.	2.2222	189
31	Instructors have an opportunity to provide input for the development of policy affecting the overall operation of the college (i.e., long-range goals and objectives, institutional priorities, etc.).	2.2416	149
32	Instructors are provided with a storage facility permitting them to leave material on-campus rather than carrying it back and forth.	2.2514	183
33	Instructors are introduced to personnel with whom they are to work directly in the instructional process (lab assistants, teaching associates, para-professionals) and are given a clear understanding of the complementary role of personnel in these categories.	2.2542	177

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
34	Orientation meetings are held only near the start of each academic year.	2.2632	133
35	Either within or apart from any formal orientation meetings, instructors are given information concerning the philosophy of community college education (i.e., the multiple role and purposes of the community college).	2.2796	186
36	Either within or apart from any formal orientation meetings, instructors are given information which acquaints them with the philosophy or mission of the community college in which they presently teach.	2.2833	180
37	Instructors, or their representatives, have a channel of communication directly to the college's governing board.	2.2887	142
38	Instructors are introduced to and/or provided information about the personnel, location, and services of the college bookstore.	2.2969	192
39	Instructors are furnished with a faculty handbook.	2.3209	187
40	Either within or apart from any formal orientation meetings, instructors are given information concerning the place of the community college in the system of higher education.	2.3405	185

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
41	Instructors are provided with office or desk space for use in preparing for classes and/or for meeting with students.	2.3617	188
42	Instructors are introduced to and/or provided information about the personnel, location, and services of the testing department or office.	2.4176	182
43	Student rating forms, giving students a chance to rate their instructors must be administered in all courses taught by each instructor.	2.4329	164
44	Instructors have an opportunity to interact with lay advisory committees which serve as counsel for occupational programs.	2.4610	141
45	Instructors are given opportunities to serve students in the capacity of academic advisors.	2.4691	162
46	Instructors are given opportunities to participate in programs of in-service education concerning topics relating to improvement of instruction.	2.4702	151
47	As a general practice, full-time instructors, representing the subject area discipline involved, are participants in the interview process undergone by prospective new instructional personnel.	2.5663	166

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
48	Instructors have an organization through which they are represented to the administration (as a faculty association, faculty senate, a union, a faculty committee or similar group).	2.6235	162
49	Conclusions resulting from classroom observation of an instructor are reduced to writing and become part of the instructor's file.	2.6333	150
50	Instructor's participation in regularly scheduled meetings for business faculty is voluntary (they are encouraged to participate).	2.6483	145
51	A master teacher, lead instructor, program coordinator, or similar full-time instructional staff member is assigned as a "mentor" or sympathetic "helpmate" for each new instructor.	2.6897	174
52	One or more meetings are held during the term (apart from any "departmental" or "orientation" meetings) and are devoted to topics relating to improvement of instruction.	2.7083	168
53	Classroom observations are occasionally used to assess the effectiveness of instructor's performance.	2.7134	157
54	Instructors are advised how to develop grading standards for their own classes.	2.7273	187
55	Orientation meetings are held near the start of each term.	2.7436	117

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
56	Student rating forms, giving students a chance to rate their instructors, may be administered in classes at the option of the instructor.	2.7734	128
57	Instructors are furnished with an organization chart illustrating the "chain of command."	2.7778	189
58	Instructors have an opportunity to provide input concerning the evaluation of the performance of their immediate supervisors.	2.8844	147
59	Student rating forms, giving students a chance to rate their instructors, must be administered in some courses taught by each instructor.	2.9828	116
60	Instructors are introduced to and/or provided information about the personnel, location, and services of the college food service facilities.	3.0000	186
61	Instructors are given opportunities to render assistance to the college by engaging in non-paid program promotion and recruitment work.	3.0000	153
62	Instructors have an opportunity to provide input concerning the selection of those who are their immediate supervisors.	3.0486	144

Table 26 (continued)

Rank Order	Supervisory and Personnel Development Practices	Mean	Number of Respondents
63	Instructor's participation in regularly scheduled meetings for business faculty is mandatory (it is a requirement that they participate.	3.0556	126
64	Instructors are shown techniques which may be used in obtaining personal information about the students in their classes (i.e., ACT scores, health information, records of prior course work, etc.).	3.0674	178
65	Classroom observations are regularly used to assess the effectiveness of instructor's performance.	3.1018	167
66	Participation in orientation meetings is a requirement for all instructors.	3.1503	153
67	Prior to assuming a teaching assignment, new instructors are encouraged to observe an experienced instructor in the classroom.	3.2350	183
68	Participation in orientation meetings is voluntary for all instructors.	3.2762	105
69	Instructors elect departmental, divisional, or area chairpersons.	3.3053	131

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